



## Dutch Fork Middle

1528 Old Tamah Road  
Irmo, SC 29063

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	1,040 Students	
<b>Principal</b>	Roderic F. Taylor	803-732-8167
<b>Superintendent</b>	Dr. Herbert M. Berg	803-476-8000
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Average</b>
2008	Good	At-Risk
2007	Good	At-Risk
2006	Good	At-Risk
2005	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

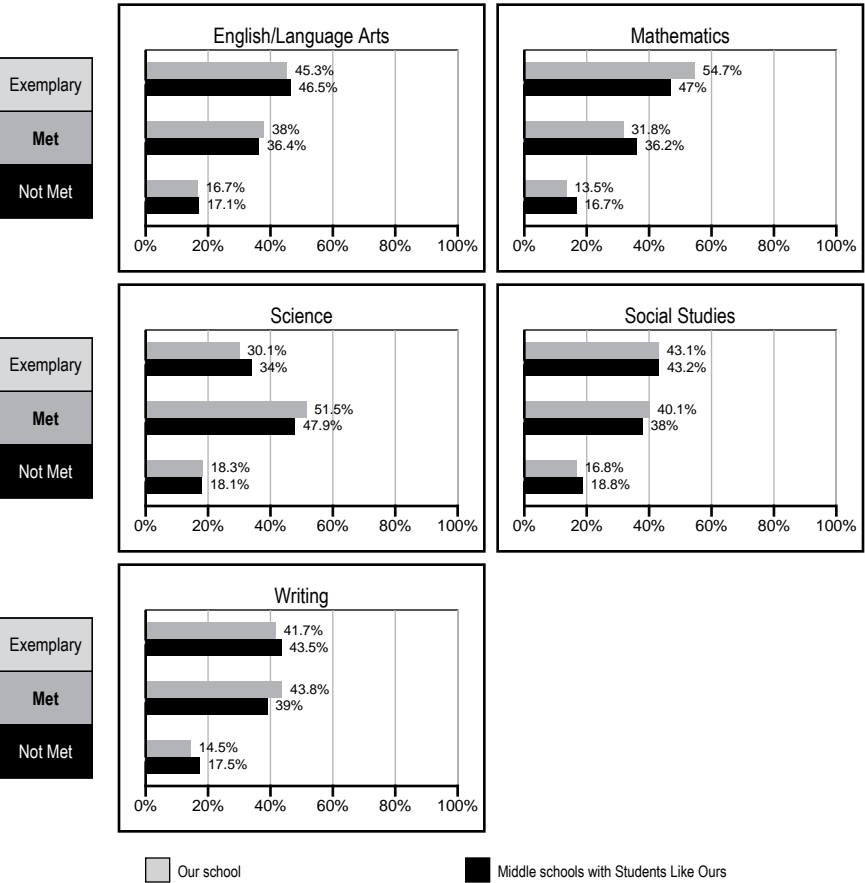
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	1	1	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.7%
English 1	0.0%	82.8%
Physical Science	0.0%	0.0%
US History and the Constitution	N/A	N/A
All Subjects	99.0%	99.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,040)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	82.1%	Down from 95.9%	32.9%	21.6%
Retention rate	0.5%	Down from 0.7%	0.5%	1.2%
Attendance rate	96.7%	Down from 97.0%	96.8%	95.9%
Eligible for gifted and talented	38.4%	Up from 36.0%	26.9%	14.8%
With disabilities other than speech	7.3%	Down from 7.5%	7.9%	12.6%
Older than usual for grade	0.9%	Down from 1.3%	0.8%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 0.7%	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=73)</b>				
Teachers with advanced degrees	60.3%	Up from 50.0%	60.3%	56.9%
Continuing contract teachers	74.0%	Down from 75.0%	82.7%	72.7%
Teachers with emergency or provisional certificates	6.3%	Down from 8.1%	4.0%	5.3%
Teachers returning from previous year	81.6%	Up from 78.6%	85.2%	82.9%
Teacher attendance rate	94.4%	Up from 93.3%	94.4%	95.2%
Average teacher salary*	\$50,611	Up 6.6%	\$49,777	\$46,599
Professional development days/teacher	11.7 days	Down from 12.7 days	11.7 days	10.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 20.3 to 1	21.3 to 1	20.1 to 1
Prime instructional time	90.0%	Up from 89.0%	90.4%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Down from 99.9%	98.6%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$7,921	Up 4.7%	\$6,708	\$7,645
Percent of expenditures for instruction**	61.8%	Up from 59.6%	64.1%	63.4%
Percent of expenditures for teacher salaries**	60.4%	Up from 58.0%	58.7%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The mission of Dutch Fork Middle School, in partnership with our community, is to ensure that our students succeed through a rigorous academic program in a nurturing environment. During the 2008-2009 school year, students, faculty, and staff continued to showcase the academic, athletic, and overall excellence of Dutch Fork Middle.

An eighth grade student was the District 5 winner of the South Carolina Department of Education Essay Contest. A seventh grade student participated in the People to People World Leadership Forum, joining a select group of students in Washington, D.C., to study leadership. The Footprints staff received an Honor rating from the South Carolina Scholastic Press Association and an All-Southern rating from the Southern Interscholastic Press Association.

Student Council was awarded the Gold Honors Council distinction for the third time. In addition to this award, the DFMS Student Council received two Outstanding Project Awards, entitled "Black History Month--DFMS Style!" and "Dutch Fork Middle School supports Groundhog Job Shadowing Day!" The DFMS S.A.V.E program sponsored activities to promote diversity, understanding, and appreciation and sought to promote a safe school environment.

The cheerleading squad completed its competition season with four first place finishes. An eighth grade student started on the DFHS Varsity basketball team. A seventh grade student won the Region 5 4A Golf Tournament. An eighth grade student was on the DFHS state championship boys' golf team. An eighth grade student was a member of the DFHS state championship girls track team.

As part of our school wide literacy focus, DFMS started a mother and daughter book club. We also held Laps for Literacy, a 5K race used to raise funds to support our literacy program. DFMS also started a literacy initiative that requires students to read year round.

Gaining National Board Certification were Literacy Coach, Charla Greene, and eighth grade language arts teacher, Kristi Grooms. Amy Westbury, eighth grade math teacher, was named Teacher of the Year; and Laurie Dobbe, media assistant, was elected Support Staff Employee of the Year. The principal received the Tenenbaum Award from the South Carolina Department of Education.

Parents volunteered and served on the DFMS School Improvement Council and PTSO board, providing leadership as school, parents, and community members worked to actualize our school's mission.

Our student achievement results continue to be among the best in the state. We continue to stress rigor, relevance, and relationships in our instructional program as we work to maintain excellence. At DFMS we are "shaping the future... making connections" for all students.

Mrs. Anne Page, SIC Chair      Roderic F. Taylor, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	68	465	99
Percent satisfied with learning environment	91.2%	74.2%	92.9%
Percent satisfied with social and physical environment	94.1%	79.3%	87.6%
Percent satisfied with school-home relations	91.2%	82.5%	87.5%

\* Only students at the highest middle school grade level and their parents were included.

### Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.8%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	1034	99.9	16.6	37.9	45.5	90.2	90.7	82.8	Yes	Yes
<b>Gender</b>										
Male	507	99.8	22	36.3	41.7	86.4	87.9	79.3	N/A	N/A
Female	527	100	11.5	39.4	49.1	93.8	93.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	619	99.8	11.2	34.7	54.1	93.8	94.6	89.5	Yes	Yes
African American	353	100	26.3	44.6	29	83.8	81.9	73.7	Yes	Yes
Asian/Pacific Islander	33	100	9.1	30.3	60.6	90.9	90.6	92.3	I/S	I/S
Hispanic	17	100	33.3	40	26.7	86.7	87	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	79	98.7	70.4	19.7	9.9	43.7	64.3	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	23.5	47.1	29.4	88.2	85.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	251	100	28.1	46.4	25.5	82.6	80.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	1034	99.9	16.2	36.8	47	90.1	89.7	78.9	Yes	Yes
<b>Gender</b>										
Male	507	99.8	18.9	34.1	47	87.7	88.6	77	N/A	N/A
Female	527	100	13.6	39.4	47	92.4	90.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	619	99.8	10.5	33.9	55.6	94.1	94.5	87.2	Yes	Yes
African American	353	100	26.3	44.3	29.3	83.5	78.3	66.7	Yes	Yes
Asian/Pacific Islander	33	100	6.1	24.2	69.7	93.9	93.9	93	I/S	I/S
Hispanic	17	100	33.3	33.3	33.3	73.3	85.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	79	98.7	64.8	25.4	9.9	52.1	64.7	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	23.5	35.3	41.2	82.4	88.5	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	251	100	28.5	45.5	26	81.7	78	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	776	99.9	18.2	51.5	30.4	81.8	81.3	67.5
<b>Gender</b>								
Male	392	99.7	19.4	46.9	33.7	80.6	80.5	67
Female	384	100	17	56	27.1	83	82	68
<b>Racial/Ethnic Group</b>								
White	462	100	11.2	50.4	38.3	88.8	89.2	79.5
African American	273	100	31.3	55.3	13.4	68.7	61.9	50.3
Asian/Pacific Islander	20	100	N/AV	N/AV	N/AV	100	89.2	84.3
Hispanic	13	100	25	41.7	33.3	75	74.4	60.7
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	49	98	55.8	32.6	11.6	44.2	54	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	18.2	45.5	36.4	81.8	72.1	59.6
<b>Socio-Economic Status</b>								
Subsided meals	198	100	30.6	52.2	17.2	69.4	64	55.1

**Social Studies**

All Students	787	99.6	16.6	40.1	43.3	83.4	86	72.3
<b>Gender</b>								
Male	379	99.7	17	34.9	48.1	83	84.9	71.5
Female	408	99.5	16.2	44.8	39	83.8	87.2	73.2
<b>Racial/Ethnic Group</b>								
White	459	100	13.5	35	51.4	86.5	90.6	80.7
African American	280	99.3	22.7	48.5	28.8	77.3	75.4	60
Asian/Pacific Islander	25	100	4	36	60	96	90.6	88.5
Hispanic	13	100	33.3	50	16.7	66.7	83.3	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	68	98.5	51.7	35	13.3	48.3	62.1	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	13	100	14.3	57.1	28.6	85.7	79.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	191	100	30.7	43	26.3	69.3	72.2	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	1038	99.4	14.4	43.9	41.8	85.6	80.4	70.2	96.7	96.7
Gender										
Male	509	99.6	20.8	43.9	35.3	79.2	74.8	63.2	96.5	96.6
Female	529	99.2	8.2	43.9	48	91.8	86	77.5	96.9	96.7
Racial/Ethnic Group										
White	624	99.7	9.5	41.3	49.2	90.5	87	79.1	96.6	96.6
African American	352	98.9	23.7	48.3	27.9	76.3	64.9	57.6	97	96.8
Asian/Pacific Islander	33	100	3	42.4	54.5	97	86.7	86.2	97.8	97.2
Hispanic	17	100	26.7	40	33.3	73.3	69.4	62.6	96.1	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.3	68.7	63.9	94
Disability Status										
Disabled	79	93.7	70.6	26.5	2.9	29.4	39.2	26.1	95	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	17.6	47.1	35.3	82.4	63.7	61.2	96.5	96.6
Socio-Economic Status										
Subsidized meals	258	98.8	26.9	47.9	25.2	73.1	61.1	58.9	95.8	95.9

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	1	I/S	I/S	I/S	I/S	I/S
	7	530	100	16	37.2	46.9	84
	8	503	99.8	17.3	38.8	43.9	82.7
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	1	I/S	I/S	I/S	I/S	I/S
	7	530	100	12.5	39.3	48.2	87.5
	8	503	99.8	20.2	34.2	45.6	79.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	1	I/S	I/S	I/S	I/S	I/S
	7	529	99.8	14.5	55.5	30.1	85.5
	8	246	100	26.1	43.2	30.7	73.9
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	1	I/S	I/S	I/S	I/S	I/S
	7	530	99.8	15.6	40	44.4	84.4
	8	256	99.2	18.8	40.4	40.8	81.2
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	529	99.2	14.3	40.6	45.1	85.7
	8	508	99.8	14.5	47.3	38.3	85.5

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